forest cover. That is why I am saying that the forest department does not care for the forests. It stops to protect and take care of the forests after five years as a result deforestation takes place again. You please understand my point and do not take it lightly.

MR. SPEAKER: Members, Not I, are not taking it seriously. I am giving you time to ask your question

SHRI BHERU LAL MEENA: Forests are protected by raising fencing round them. When the trees grow up, they are left unprotected and unpreserved. After sometime they are destroyed. Afforestation takes place again Thus does the Government really intend to preserve the forest? (*Interruptions*)... Village people say that the forests should not be cut down. They are ready to cooperate so far as the conservation of the forest is concerned. (*Interruptions*) ..

MR SPEAKER: Please, utilize the given time and ask the question related to original question. Don't ask irrelevant questions. You please come to the question. Not this way. You have not read the question.

(*Interruptions*)

SHRI BHERU LAL MEENA: This is my question. Now as you wish.

[*English*]

New Text Books

188. SHRI DATTATRAYA BANDARU:
SHRI ANNA JOSHI:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the subjects on which new text books have not yet been introduced in accordance with the revised curricula and syllabus after the adoption of the National Policy on Education, 1986;

(b) the reasons for not introducing these books till now; and

(c) the steps being taken by the Government in this regard?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH) (a) to (c) A statement is laid on the table of the Sabha

STATEMENT

Keeping in view the postulates of the National Policy on Education, 1986, the National Curricular Framework developed by the NCERT has recommended a scheme of studies for School Education. According to the scheme the NCERT has developed text books on all subjects except for Environmental Studies for Classes I and II for subjects of Work Experience, Art Education and Health and Physical Education for various stages The Framework suggests that the major thrust of Environmental Studies in Classes I and II should not be to impart information to the children, but to sharpen their senses, to encourage them to observe and explore their environment. Work Experience, Art Education and Health and Physical Education are activity-oriented educational programmes. Since the activities are to be based on the local environment and are linked with creative expression of the learners, prescription of text books in these curricular areas has not been recommended by the NCERT.

2. In regard to College/University level, there is no centralised system of production of text books. Each University is academically autonomous and prescribes its own courses of study. However, the University Grants Commission has a scheme of restructuring of courses with a view to making the first degree

courses more relevant to the Community. The Commission has circulated model courses in 27 subjects to all Universities in the country. It would be for the Universities to accept the model curricula with or without modification.

SHRI DATTATRAYA BANDARU: Mr. Speaker, Sir, the New Education Policy was framed in 1986 and in 1988 the national curricular framework was developed. The common core subjects adhere to Indian culture, freedom movement, Constitutional obligation, secularism, democracy, equality, scientific temper, general equality, protection of environment, removal of social barriers and also vocationalisation. For these, the NCERT framed the syllabi and made the guidelines for the State Governments to frame the syllabus for the curriculum. I would like to know whether all the State Governments in the country are applying the same guidelines and framing the syllabus. My special point is whether environmental protection and vocationalisation is being properly implemented in the States or not.

SHRI ARJUN SINGH: Sir, the national curricular framework was approved by the CAB up to class X and accepted by it. Under that, the NCERT has produced the books for the schools under the CBSE control and these books are being taught there.

So far as the general question of suggestions for all the State Governments is concerned, we cannot impose that on them. But the NCERT guidelines are available and some States have adopted them, some have not.

SHRI DATTATRAYA BANDARU: Sir, our country is overwhelmingly rural-based. Because of the overloading of the books, and particularly because of the competitive culture, the rural people cannot come up because of the environmental condition. I would like to ask whether the Government will give any special consideration to the rural people to compete with the urban masses because in many examinations like IAS and IPS, the urban people are getting more percentage. That is why, I want to know whether there is any special scheme with the Government in this educational system for giving special consideration to the rural people.

SHRI ARJUN SINGH: Sir, this is a question relating to the N.C.E.R.T. and the books prepared by the N.C.E.R.T. The books have been prepared according to a curriculum which has been approved by the CAB. They apply to all the schools under th C.B.S.E. Any school which falls out of this range, as I have said earlier, would fall under the charge of the State Board. Now they are free to utilise the Books that the N.C.E.R.T. has produced and also to follow the guidelines that the N.C.E.R.T. has laid down. But I do not think that we can go beyond this. So far as the question of rural and urban divide is concerned, schools certainly form a very important part of what has to be done to bridge this gap and in the broader sense the Department is trying to do whatever it can in the matter.

SHRI ANNA JOSHI: Sir, there are three parts of my one question.

MR. SPEAKER: Well, you do not say three questions.

SHRI ANNA JOSHI: Sir, due to taxation and devaluation the import of important text books has become impossible So, do the Government have some scheme for encouraging the Indian authors to write standard text books? My second part of the question is that similar to school level, does the Government intend to have some centralised body which should produce uniform standard text books for colleges and universities. My third part of the question is will the Government try to have one syllabus in one State for all the Universities in that State?

MR. SPEAKER: This is on curriculum. Not on production.

SHRI ANNA JOSHI: Only when the

syllabus is decided that the text books will be recommended.

MR. SPEAKER: This is not about production. This is about the contents of the books. Anyway, let the Minister answer.

SHRI ARJUN SINGH: Sir, I cannot refuse to answer any question by the hon. Member Shri Anna Joshi. But you will have to remain within the charge that I hold in this Government. I cannot give you any assurance on how the Finance Ministry would help us to get books from outside.

SHRI ANNA JOSHI: You can at least suggest them.

SHRI ARJUN SINGH: That we will try to do so that the books are available cheaply. I am sure the hon. Fiance Minister will also oblige us. So far as the question of curriculum for the University stage is concerned, the hon member will be aware that the Universities are very very conscious of their own autonomy. They have their own method of deciding the academic courses and also the books and the curriculum. Still the University Grants Commission - as I have mentioned in the statement itself - is trying to evolve a pattern where certain things are taken up by each University. But the ultimate decision, obviously, will have to be taken by the University. It is not ours.

SHRI ANNA JOSHI: What about the centralised body for producing books for colleges and universities?

SHRI ARJUN SINGH: I think it is something which can be considered. But I cannot say what will be done in the matter.

[Translation]

SHRI DIGVIJAYA SINGH: Mr. Speaker, Sir, I would like to know from the hon. Minister whether it is a fact that Madhya Pradesh Government guided by its party's narrow ideology is trying to make some changes in the content and syllabus of the prescribed textbooks? If so, the action being taken by Government in this regard?

SHRI ARJUN SINGH: Mr. Speaker, Sir, it came to our notice through press reports that Madhya Pradesh Government has decided to make some changes in the content and syllabus of text books. We have sought information from them in this regard. In this connection the first telegram was sent on 4.12. 91. Second letter was sent on 12.12 91 and after that telegrams were sent again on 13.12.91 and on 14.12.91. A telegram was also sent on 24.2.91, but not reply has been received so far.

[English]

SHRI SAIFUDDIN CHOUDHURY: Sir, we are aware that the Central government should not impose curricula/syllabi on the States or Universities. But the Central Government has a role as coordinator and guide and to frame model syllabi for different areas or subjects. Now, Sir, in our country there has been a long drawn out controversy on the text-books of different streams particularly History text books and it is alleged that many such text books are loaded with communal bias which is really harming the unity and integrity of our country. I would like to know whether the Government is seriously thinking to create an opinion in the country so that the NCERT frame model texts for the history books and they will be really adopted by all the States, and this particular model and frame and syllabus for the history books that are being created by the NCERT are really done in a proper manner with scientific secular outlook.

SHRI ARJUN SINGH: Sir, I entirely share the anxiety of the hon. Member and I am aware that there have been certain attempts to divorce from the approach that should be there for issues of concern to the nation as such. (*Interruptions*). The National Integration Council itself drew the attention of the nation to this aspect and in fact in 1981 a Committee was set up by the National Integration Council to review such text books all over the country. That review was completed in 1985. Since then more text books

have been published. So, we have again, in June 1991, appointed a steering Committee which is getting in touch with the State Governments in this regard and we are requesting that in the light of what the National Integration Council feels necessary for the country, they should try to revise or try to evaluate the text books and bring them in line with the national policy on secularism, on communalism and national integration. (*Interruptions*).

SHRI RAM VILAS PASWAN: Why don't you convene a meeting of the Education Ministers of all the States?

SHRI ARJUN SINGH: I have written a letter to all the hon. Chief Ministers and to the Union Territories drawing their specific attention to this and as soon as I get a response to my letter, I will certainly take that step also.

SHRI RAMESH CHENNITHALA: Sir, in the statement it is mentioned that the University Grants Commission has circulated model course in 27 subjects to all universities in the country. Of course, I agree with the independent character of the universities. But, Sir, certain universities have not at all accepted this model curricula which is circulated by the U G.C. I would like to know from the Minister whether the University Grants Commission will further persuade the universities to accept their curricula which is sent by the Commission.

SHRI ARJUN SINGH: Sir, our effort of persuasion will continue. The result is not entirely in our hands.

SHRI EBRAHIM SULAIMAN SAIT: I would like to know from the Minister which are the States which are divorcing their text books from the recommendations of the national Integration Council; and together with this, I would also like to know what has been the recommendation of the Committee appointed by the National Integration Council and how far that recommendation is implemented by various States.

SHRI ARJUN SINGH: As I have told the hon. Member preceding Shri Saitji, that in 1985 this review was completed. It was started in 1981 after the National Integration Council drew the attention to this matter. Since then as I have said, more text books have been published and we have appointed a Steering Committee which is now going through the issues stage by stage, and I am sure that in the larger interests of the nation all State Governments would fall in line on an issue which is not a political issue, which is a national issue.

SHRI EBRAHIM SULAIMAN SAIT: But they are not following that.

SHRI ARJUN SINGH: The only two States which till now have not responded on this are Madhya Pradesh and Uttar Pradesh. (*Interruptions*).

SHRIMATI MALINI BHATTACHARAYA: Sir, in the second part of the statement, the Minister has talked about certain structural changes at the college and university level to be made by the UGC I would like to know from the Minister as to how this is going to be done while their New Education Policy is still under review. On the Ramamurthi Committee, another committee has been set up - and this committee, the Reddy Committee we do not know whether it has submitted its report or not So, I would like to know from the Minister what are the recommendations of these different committees on the New Education Policy and whether structural changes will be made before these recommendations are considered.

SHRI ARJUN SINGH: Sir, if I may remind the hon Member a review committee had been appointed to go into the Ramamurthi Committee and it had already submitted its report The report will have to go to the CAB for its consideration and adoption and as soon as it is done we will place it before the House as the end result of this deliberation. The structural adjustments mentioned in this statement have nothing to do with that. This is part of the ongoing effort of the UGC and this effort will continue, of course, subject to

what the various universities agree to do.

SHRI PRITHVIRAJ D. CHAVAN: Sir, it is known that no centralised production of books exists and the universities are academically independent to prescribe their own courses of textbooks. It is a fact that many sub-standard and badly produced text books are prescribed

MR. SPEAKER: Mr. Chavan, this is a question on curricula and syllabus and not on production of books.

SHRI PRITHVIRAJ D. CHAVAN: Sir, in view of badly produced books being prescribed by the universities, does the UGC or NCERT have a scheme to check the quality of text books and ban sub-standard text books?

SHRI ARJUN SINGH: Sir, the NCERT only deals with secondary and higher secondary level books. So far as the universities are concerned, I have already stated that the UGC is trying the persuade various universities by guidelines to see that their books are proper, correct and they come within the ambit of what the national approach to the books is. Beyond this, I do not think that the UGC can enforce this in a manner where you can say that we ban these books, though I concede that there is need for national approach to this issue and we would try to devise some methodology by which this can be done.

[*Translation*]

SHRI RABI RAY: Mr. Speaker, Sir, in regard to the national integration the hon. Minister has told the House that the recommendations of various committees are sent to the State Governments. Sir, through you, I would like to ask the hon. Minister whether he would like to inculcate and develop a sense of pride in using indigenous products, guarding our independence and in making efforts to achieve self sufficiency among the countrymen in general and among the students in particular by drawings upon the teachings contained in Gandhiji's books. Secondly, we are celebrating Dr. Ambedkar's birth centenary. Does the Government propose to prepare a text book on Dr. Ambedkar's 'Annihilation of caste' to remove casteisn from the country?

SHRI ARJUN SINGH: Mr. Speaker, Sir, there cannot be two opinion that Gandhiji, Ambedkarji and other great personalities have made efforts to create a sense of national integration and bring about equality in the society and have presented an example before the children of our country. There should be some chapters in the text books about their ideologies and biographies and their good deeds. I would like to inform the House that some efforts have been made in this direction They have not been totally neglected. We have not only to pay our attention to these matters but also to create awareness in this regard. My Ministry alone cannot do much in this direction. All hon. Members would have to make coordinated efforts in this direction.

SHRI RABI RAY: The other part of his question.

(*Interruptions*)

MR. SPEAKER: Let him ask his question (*Interruptions*)

SHRI RAM VILAS PASWAN: Mr. Speaker, Sir, It was decided in the meeting of Dr Ambedkar Centenary Committee to include a chapter on Dr. Ambedkar in the Syllabus. The Prime Minister was the Chairman. It was decided that topic on Dr. Ambedkar would be included in the course. (*Interruptions*)

[*English*]

SHRI CHANDRA JEET YADAV: Sir, in spite of this fact, that the Universities are academically autonomous and they prepare or prescribe their own text books, the University Grants Commission felt it necessary that they should prepare a scheme for restructuring of the courses and they were suggesting it to the various universities.

I would like to know in what circumstances, it was felt necessary that the University Grants Commission should also come with a scheme and what are the responses of the Universities to accept these suggestions according to the demands of the Commission. Will the University Grants Commission also think of having a machinery so that there can be better coordination between the University Grants Commission and the Universities?

SHRI ARJUN SINGH: The question of UGC activities and its authority in this respect should be well understood. The University Grants Commission has prepared model courses and circulated them on twenty-seven subjects to all the Universities. If the hon. Member wants to know what is the response from each University, I can give him that information separately.

The point is that the University Grants Commission at this stage can only do this much that it produced these models, suggest those to the Universities and in the discussion and all those that follow with the Universities, it impresses upon them the dire need and necessity that these models should be accepted. Beyond that, at this point of time, I do not think, the University Grants Commission can do anything.

Chattopadhyay Commission Report

189. DR. KARTIKESWAR PATRA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the Government are aware of the agitation by teachers for implementation of the report of Chattopadhyay Commission;

(b) if so, the reaction of the Government thereto; and

(c) the details of the steps taken in this regard?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) to (c). Various teachers' organisations have raised demands from time to time with reference to the Chattopadhyaya Commission. Two major demands have been for a single running pay scale and for medical allowance at the rate of 7.5% of the basic pay. Government do not find the demand of a single running pay scale acceptable as it would affect standards and efficiency. Medical allowance on the basis of pay irrespective of actual need, does not seem appropriate, keeping, inter-alia, in view the repercussions it could have on other Government employees.

However, keeping in view the recommendations of the Chattopadhyaya Commission, the Government have given teachers under its control three-tier pay-scales plus a teaching allowance with effect from 1.1 86

DR. KARTIKESWAR PATRA: What are the other demands of the teacher out of those which are considered by the Government after 1.1.1986 after the introduction of new National Policy on Education.

SHRI ARJUN SINGH: The Government decision on the Chattopadhyay Commission report and the implementation thereon was laid on the Table of the House on 2nd March, 1988 and 12th May, 1988.

DR. KARTIKESWAR PATRA: What are the hurdles in implementing the recommendations of the Chattapodhyay Commission report which have no financial involvement?

SHRI ARJUN SINGH: These recommendations are very comprehensive recommendations and whatever could be done has already been implemented. All the other recommendations are receiving the attention at various levels.

I am sure, in due course of time, a final decision will be taken.

[*Translation*]

SHRI HARIN PATHAK: Mr. Speaker, Sir, is the hon. Minister aware that the teachers of secondary, higher secondary and pri-